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ABSTRACT

This handbook was developed as a guide for student teachers, supervising teachers, and cooperating teachers participating in the student teaching program at Incarnate Word College (San Antonio, Texas). Section 1, the introduction, lists the six objectives of the student teaching program. Section 2 delineates program guidelines and policy. The third section discusses the role and responsibilities of the student teacher and suggests classroom techniques. Forms are included to record the student teacher's schedule and teaching activities, and course evaluation. Section 4 provides information on the status and responsibilities of the supervising teacher, along with planning guidelines and student teacher evaluation forms. The duties of the college supervisor in orientation, visitation, conferences, and evaluation are outlined in the fifth section. Appendixes provide two suggested methods of student teacher lesson planning and questions for evaluating lesson presentation. (FG)

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Student Teachers Handbook

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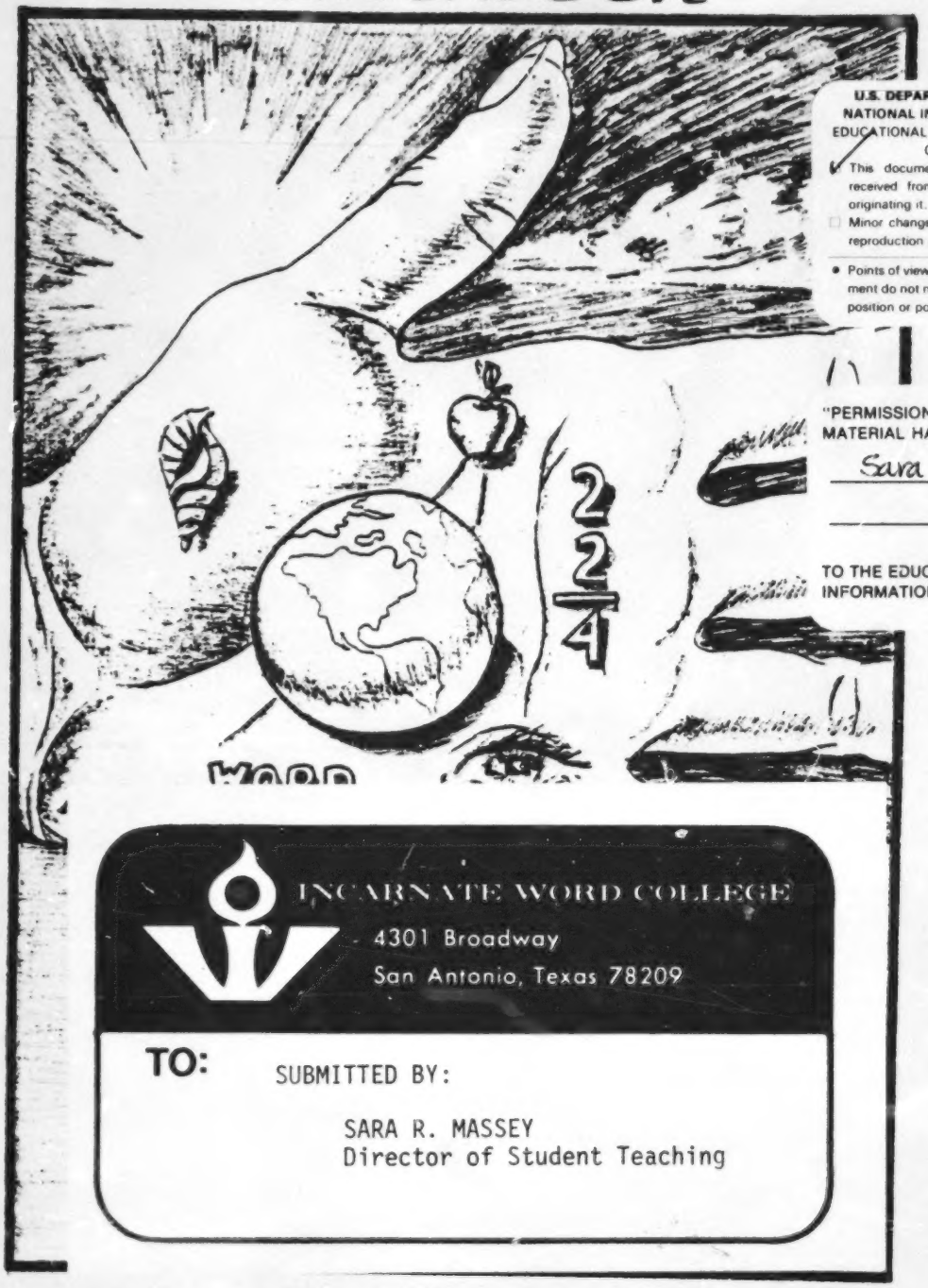

INCARNATE WORD COLLEGE
4301 Broadway
San Antonio, Texas 78209

TO:

SUBMITTED BY:

SARA R. MASSEY
Director of Student Teaching

SP 021 459

Incarnate Word College
San Antonio, Texas

CARNATE WORD COLLEGE San Antonio, Texas 78209

Dear TEACHER,

Incarnate Word College welcomes you to our student teaching program. The student teaching experience is the culmination of many years of preparation by students. These weeks in the classroom with an experienced teacher are a time of transition from being a student to becoming a beginning teacher. The efforts of many fine professionals converge in this single experience.

The student teaching handbook has been compiled for use by the student teacher, the supervising teacher, and the college supervisor. It is intended to serve as a guide for the student teaching experience. We anticipate it will be useful for you and answer many questions.

May the weeks ahead be filled with much pleasure in learning.

Sincerely,

Carl Hoagland, Chairman
Division of Teacher Education

CH/srm

4301 BROADWAY ☐ PHONE AC (512) 828-1261

STUDENT TEACHER HANDBOOK

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I. INTRODUCTION

This handbook has been developed to help the student teacher, the supervising teacher and the college supervisor during the period of student teaching. Each section of the handbook focuses on aspects of the student teaching experience as viewed from the standpoint of each of the participants whose cooperation is essential if the following objectives of the student teaching experience are to be realized.

OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

1. To provide those essential laboratory experiences which further growth in the understanding and abilities necessary for the teacher in our American democratic society.

2. To provide opportunities for integrating theory with practice in the skills, techniques and methods, required for professional efficiency.

3. To provide opportunities for responsibile participation in all important phases of the teacher's activities, both in and out of school.

4. To provide opportunities for acquiring the habit of evaluating experience, so that growth is made possible through this self-appraisal.

5. To further develop an appreciation of the teacher's professional responsibilities and opportunities for service.

6. To inspire in the student teacher a professional attitude and a pleasure in teaching.

Each section of the handbook includes forms on yellow paper which are to be completed by the designated person and mailed or given to the appropriate person.

II. GUIDELINES

NUMBER OF DAYS

Student teachers are required to spend forty days, 8 weeks, during the semester teaching if they teach all day, or sixteen weeks if they teach a half day. Three hours constitute a half day of teaching and may include two teaching and one planning period, or three teaching periods. Six hours constitute a full day of teaching and may include four teaching and one planning period or five teaching periods.

Student teachers working for all-level certification (music, health, and physical education) are required to spend sixty days, 12 weeks, at the elementary and secondary level. Those working on dual certification (elementary and kindergarten, elementary and special education) are required to spend twenty-five full days, 5 weeks, in their second teaching assignment.

EMERGENCY SITUATIONS

Emergency situations which will result in a student teacher's absence from school are to be reported immediately to the supervising teacher and to the college supervisor. If the absence is to continue, the supervising teacher and the college supervisor should be kept informed as to the approximate date of return to the student teaching situation. All missed days must be made up. If necessary, the terminal dates of student teaching can be rescheduled.

SCHOOL POLICY

Student teachers are expected to adhere to all policies concerning professional personnel in the school assignment.

STUDENT TEACHING EVALUATION

Student teachers can expect a minimum of four formal observations by the supervising teacher, four observations by the college supervisors, and if at secondary level, one observation by a faculty member in academic content area.

The final grade for student teaching is based on the recommendations of the supervising teacher and the college supervisor. Students working on an endorsement or an all-level certification receive an overall grade for both experiences.

CERTIFICATION

All course work relative to the certification being requested must be completed prior to the submission of a student's certification application. Therefore, students should obtain the certification application 30 days prior to the completion of their program of study.

III THE STUDENT TEACHER

III. THE STUDENT TEACHER

The student teacher should have acquired the tools necessary for success and has been prepared for the transition from theory to practice. It is important to remember that while he/she is on the verge of becoming a beginning teacher htere is need for advice, direction, and example from an experienced teacher, hence the opportunity for student teaching.

BUILDING AND DISTRICT INFORMATION

The following is a list of information each student teacher should obtain from the supervising teacher, concerning the school of placement.

1. Policy on attendance for students and personnel
2. Time of arrival and leaving
3. Dress
4. Persons to whom the student teacher reports
5. Classroom rules and regulations
6. Discipline procedures
7. Procedure for emergencies and illness
8. Attendance at faculty, PTA, and/or board meetings
9. Use of faculty lounge and/or workroom
10. Responsibilities: before school, at lunchtime, and during recess
11. Procedures for obtaining materials and equipment
12. Relations with parents
13. Faculty handbook
14. Parking regulations

RESPONSIBILITIES

The student teacher is expected to assume the full teaching schedule of the supervising teacher as soon as the competence of the student teacher indicates as determined by the supervising. The development of student teachers' responsibilities is outlined on page 26.

The teacher preparation program the student teacher has completed assures his/her ability to:

1. Develop plans, with the supervising teacher, that are individualized according to the students' needs and that include a variety of activities and materials.
2. Write behavioral objectives for each class. (See Appendix A)
3. Develop evaluation instruments or procedures to determine if the student has reached the objectives.
4. Administer the evaluative procedures.
5. Make appropriate judgements concerning the use of evaluative data.
6. Utilize appropriate classroom management procedures.

Lesson plans are the foundation of instruction and provide the structure for what occurs during class time. It is suggested that initial lesson plans be developed cooperatively by the student teacher and the supervising teacher, and later by the student teacher with approval by the supervising teacher. These plans should include objectives, implementation strategies, suggestions for materials, and methods of evaluation. (Suggested teaching plan formats are included in Appendix A.)

The responsibilities of the student teacher extend beyond the classroom to other situations which are part of the professional life of the employed teacher. Appointments, conferences, seminars, and in-service meetings demand the same punctuality of the student teacher as is expected of the employed teachers.

The student teacher must not forget that the supervising teacher is responsible for the class and for the instruction of the class. Every effort should be made to develop mutual respect. Discussion of the cumulative evaluation of the student teachers' performance, together with constructive criticism, should result in a professional relationship and enriching student teacher experience.

SOME SUGGESTIONS FOR STUDENT TEACHING

1. Be prompt in getting to your classroom. It is better to arrive ahead of time than to arrive out of breath a second ahead of the bell.

2. Get to know the names of all pupils during the first day. A seating chart will help you accomplish this. If you take attendance, be sure you are accurate.

3. Learn as much as you can about each pupil through conversation, school records, conferences with the supervising teacher, etc.

4. Keep confidential information you have relative to your pupils.

5. Be an example to your pupils in every way - physically, mentally, and ethically.

6. Watch expressions which you may over-use in your speech; e.g., all right, of course, okay, etc.

7. Be interested in your pupils and ready to assist with the improvement of a class as if it were your own.

8. Check with your supervising teacher on how to handle "controversial subjects." Refrain from imposing your religious or political views on the pupils and exhibit a broad-minded, tolerant attitude toward other groups and individuals. Words such as "those type of people," etc., are clearly inappropriate.

9. Acquire and establish a file of teaching materials - pictures, pamphlets, models, newspaper and magazine articles, etc.

10. Notify your supervising teacher and college supervisor in advance when you must be absent.

11. Be punctual for all appointments or commitments.

12. Engage in as many of the school's extra-class activities as possible. Learn all you can concerning the student activities program.

13. Attend P.T.A. meetings and other school functions held after school.

14. Clear with your supervising teacher on any conferences held with parents or on any notes sent to the home.

15. Know as many parents as you can. Be cordial in your relations.

16. Observe other teachers, both at your grade level and subjects. Your supervising teacher will arrange this for you if you request it.

17. Keep immediate and long range objectives in mind. Always have a plan!

OBSERVATION

Guided observation is very much a part of the student teaching experience. While observation of your supervising teacher will continue throughout student teaching, it is suggested that the first few days be spent in "active" observation. If possible, observe three teachers in the building other than your supervising teacher.

The following are some general areas for observation:

Observing Pupils

1. What does the general morale of the class appear to be? The pupils' attitudes toward the school? Toward the Teacher? Towards the subject?
2. How do the pupils react to one another?
3. Which pupils exhibit exceptional alertness and ability? Consistently undesirable behavior? Which are the very aggressive? The very cooperative? The withdrawn child? The bored child?

Observing the Teacher's Methods

1. How are new topics introduced?
2. What types of questions does the teacher ask?
3. How are assignments given?
4. How does the teacher keep all the pupils actively learning?
5. What use is made of group work?
6. What devices are used to arouse and maintain interest?
7. What various types of activities occur during the period?
8. What types of reinforcement are used? When? On which students?
9. How long are activities?
10. What kinds of decisions are the students allowed to make?

Observing Teacher's Management

1. How does the teacher get the class started?
2. How does the teacher gain the pupils' attention?
3. How are the distribution and collection of materials managed?
4. What methods are used for checking homework?
5. How are absence and tardiness handled?
6. What provisions are made for making up work missed because of absence?
7. What various types of activities occur during the period?
8. What types of homework assignments are given (if applicable)?
9. How are disturbances forestalled?
10. How does the teacher manage a pupil who threatens to jeopardize the learning situation?
11. How are disciplinary measures adapted to the individual pupil? Is it in line with administrative policy?

HINTS ON CLASSROOM MANAGEMENT

Student teachers probably worry more about classroom control than about any other single aspect of teaching. This is normal as few student teachers have had the experience of managing 20-30 students in a learning situation.

Some student teachers have a more difficult time than others in classroom control. Because one student does well in this area does not mean they have been automatically endowed with these abilities; rather, they have probably had more experience in managing students in other situations. "Experience is the best tester" is certainly true in learning the "how-to's" of classroom management.

Your first contacts with the students are vitally important. If you follow the suggestions listed below your experiences at the beginning and throughout the semester are likely to be more enjoyable and satisfying to you.

Know in advance the rules that the supervising teacher has established for the management of her classroom.

Student teachers are often hesitant to correct the behavior of student at the beginning because they don't know the rules have been established by the supervising teacher for her classroom. In discussing the rules of the classroom, the student teacher should solicit some suggestions from the supervising teacher as to how she/he might handle various situations in the beginning weeks.

Be firm from the beginning but remember that firmness can be pleasant.

You may feel that the students will like you better if you are easy. The reverse is true. Students like teachers who are specific in their instructions and clear in their expectations. Show the class that you expect high standards. It is easier to relax when you have established control than to be firm when control is lost. As one experienced teacher said, "Let the kids warm up to you first."

Learn the students' names immediately and call them by name.

A "Good morning, Billy," from the student teacher in the first week of school is flattering to the child.

Don't talk too much!

Beginning teachers sometimes feel that if they have told students something, learning has taken place. Teaching would be easy if this were true. When you discover from you own experiences that students learn through interacting, you will talk much less and do more to get students to discuss. The student teacher who talks too much sets the stage for restlessness and inattention.

Formulate your questions with control in mind.

If you ask questions which begin with "Do you _____?" or "Don't you _____?" you invite unison response or a calling out of an answer. On the other hand if you ask "How man _____?" or "May I see the hands of those _____?" you invite a show of hands. If you ask, "Mary, what is the next step?" perhaps only one child will think. Conversely, if you say, "Now let's think what the next step would be. Mary, _____?" all the students will think about the questions. Note the techniques in questioning which your supervising teacher uses effecitvely to prevent unison responses.

Be consistent!

Apply classroom rules and procedures consistently are students.

Take the time to establish classroom procedures.

Think through in advance the details of how papers are to be passed out, how many students should work in the reading corner, how to distribute turns with the ball at recess, how students are to leave the room, or the use of the pencil sharpener and the bathroom, etc.

Prepare yourself very thoroughly.

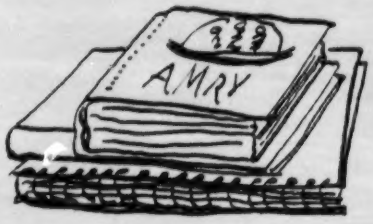
You will find early in student teaching how secure you feel on the days when you are exceptionally well-prepared and have hall your materials arranged in sequential order. The students sense your feeling or well-being and react positively. Have everything in sequence so you won't have to scurry here and there to get needed materials after class begins.

Analyze your teaching voice.

Does it go up in pitch or gain volume while you are teaching? A well-modulated voice is an asset in achieving control.

Be aware of the total classroom environment.

The experienced teacher learns to sit or stand where she/he can see all of the students. She/he uses eye contact frequently as a means of communicating to all students that she/he is interested in what they are doing and how they are doing.



CERTIFICATION PROCEDURE

1. To be certified, an individual must be accepted by the Division of Teacher Education, should have a grade point average of 2.50 or above in all education courses with not less than a grade of "C" in both teaching fields and academic specialization, and maintain a cumulative G.P.A. of 2.50.

2. Visit the Teacher Certification Office in the Home Economics Building to start a file and be advised on the proper courses that you need for certification.

3. Candidates for teacher certification should visit the Teacher Certification Office once a semester (Minimum) after admission to the Division of Teacher Education.

4. In order for the certification personnel to evaluate the student's program more efficiently, the following papers should be on file:

   a. Acceptance to the teacher education program form.
   b. Degree plan form.
   c. Up-to-date transcript. An unofficial transcript is acceptable.
   d. Documents in support of course substitution when made by advisor.
   e. Your on and off campus telephone number.

5. The Texas Education Agency requires all course work relative to the certifications being requested, be completed prior to the submission of the application. Therefore, students should obtain the certification application 30 days prior to the completion of their program.

6. After the individual has filled out the certification application, it should be returned in person to the certification office and reviewed for accuracy.

7. Certification applications, once they have been checked for accuracy, are sent every 25 to 30 days to the Texas Education Agency.

PLACEMENT FILE

Students should visit the college's Placement Office two weeks prior to completing their program of study to make arrangements to begin a placement file. This file can then be requested by prospective employers. Job openings and dates of districts' interviews on campus are regularly posted.

STUDENT TEACHING SCHEDULE

*Please complete the first week of your student teaching and give to your college supervisor.

Student's Name_____School_____

Supervising Teacher_____Grade_____

Room Number_____Subjects(s)_____

Time:

Mon.						
Tues.						
Wed.						
Thurs.						
Fri.						

STUDENT TEACHER RECORD OF TEACHING ACTIVITIES

Name_____ School_____

The activities listed below cover K-12 teaching situations. Obviously, some are more appropriate at one level or in some curricula areas than others. It is desired that you do as many of the activities as possible given your specific situation. This should be completed weekly and shown to the college supervisor during conferences.

Week:	1	2	3	4	5	6	7	8	does not apply	did not do
A. ROUTINE ACTIVITIES										
1. Prepare a seating chart for each class with which you will be involved, if appropriate.										
2. Check attendance regularly.										
3. Make announcements and read bulletins to class.										
4. Conduct lunch count or other info. to be relayed to office.										
5. Collect homework or assignments due.										
6. Return homework or other materials.										
7. Run duplicator or mimeograph classroom materials.										
8. Prepare transparencies for overhead projector.										
9. Supervise playground, lunchroom, or study hall.										
10. Prepare a bulletin board relevant to unit or lessons taught.										
11. Examine textbooks used for classes.										

B. ASSISTING IN TEACHING ACTIVITIES — Week:	1	2	3	4	5	6	7	8	does not apply	did not do
1. Select reference materials from library or curriculum center for a specific lesson or unit.										
2. Examine supplementary curriculum guides, workbooks, student guides, teacher editions for classes.										
3. Assist in arranging a field trip or activity outside the classroom.										
4. Develop an enrichment project for high ability students.										
5. Work with a special needs child within the classroom.										
6. Grade student tests or homework.										
7. Operate audio-visual equipment.										

C. INITIAL TEACHING ACTIVITIES	Week: 1	2	3	4	5	6	7	8	does not apply	did not do
1. Work with individual students on daily classroom assignments.										
2. Work with students who were absent.										
3. Work with individual students who need extra help.										
4. Provide instruction to small groups of students who need extra help.										
5. Administer diagnostic or informal tests for grouping or determining cognitive entry level of students.										
6. Teach a lesson to class.										
7. Evaluate learning of students on lesson you taught.										
8. Modify a lesson plan already taught and reteach with another class.										

D. TOTAL CLASS TEACHING ACTIVITIES — Week:	1	2	3	4	5	6	7	8	does not apply	did not do
1. Teach a unit designed by supervising teachers.										
2. Plan a teaching unit of your own.										
3. Teach a complete unit of your own.										
4. Evaluate achievement of students' on units.										
5. Assign grades for students in class.										
6. Develop plans for special needs students within the total class.										
7. Utilize a variety of teaching methods:										
lectures										
demonstrations										
discussion										
games or simulation										
discovery										
inquiry										
question and answer										
work sheets										

E. OTHER TEACHER ACTIVITIES:	Week: 1	2	3	4	5	6	7	8	does not apply	did not do
1. Attend a faculty meeting.										
2. Attend faculty inservice.										
3. Participate in a staff conference on a student.										
4. Conduct a parent conference regarding student pe formance.										
5. Supervise an extra-curricular activity.										
6. Accompany school "team" on a trip or event.										
7. Observe another teacher in the same subject or grade level in the building.										

Signatures: College Supervisor Student Teacher Date

STUDENT TEACHER'S EVALUATION OF TEACHING EXPERIENCE

The student teacher should complete this form during the final week of the student teaching experience and return to: Secretary, Division of Teacher Education, Incarnate Word College, 4301 Broadway, San Antonio, TX 78209. These evaluations will not be reviewed until after grades have been submitted to the registrar.

School _____ Supervising Teacher _____

(Please rate each of the following statements on a scale of 1-5. 1=strongly disagree; 5=strongly agree.)

I. SUPERVISING TEACHER

		SD	D		A	SA
1.	I was given adequate time at the beginning of the student teaching experience to observe and adjust to the classroom before I began teaching.	1	2	3	4	5
2.	My observations during student teaching were useful.	1	2	3	4	5
3.	I had enough time to work with the students.	1	2	3	4	5
4.	I had opportunities to supervise individual students.	1	2	3	4	5
5.	I had opportunities to supervise small groups.	1	2	3	4	5
6.	I had opportunities to supervise large groups.	1	2	3	4	5
7.	I was given the opportunity for a variety of teaching experiences in my content area(s).	1	2	3	4	5
8.	I was given the opportunity for a variety of experiences in working with audio-visual material.	1	2	3	4	5
9.	I was given the opportunity to work with resources beyond the textbook.	1	2	3	4	5
10.	I was not given too many non-teaching tasks.	1	2	3	4	5
11.	I was not left alone too often.	1	2	3	4	5
12.	I was not given too much responsibility too soon.	1	2	3	4	5
13.	I was treated as a co-worker.	1	2	3	4	5
14.	I received continual feedback on my progress.	1	2	3	4	5
15.	I was given guidance for improvement.	1	2	3	4	5
16.	I was informed of school policy concerning teacher dress, absences, etc.	1	2	3	4	5

17. I was informed of school policy concerning student dress, discipline, absences, etc. 1 2 3 4 5

College Supervisor

II. COLLEGE SUPERVISOR

	SD	D		A	SA
1. My classroom responsibilities were clearly defined.	1	2	3	4	5
2. I was given adequate time to adjust to my classroom before being formally observed.	1	2	3	4	5
3. I was given adequate guidance for the improvement of my teaching skills.	1	2	3	4	5
4. I was observed enough for the college supervisor to form a valid judgement of my growth and development.	1	2	3	4	5
5. I was not observed too much.	1	2	3	4	5
6. I was given adequate feedback on observations made.	1	2	3	4	5
7. I was given the assistance I needed.	1	2	3	4	5
8. I was not asked to do tasks that were not useful to my experience.	1	2	3	4	5

III. GENERAL EVALUATION

1. How do I feel about my student teaching experience?

___Highly favorable ___Mixed Feelings

___Somewhat Favorable ___Negative Feelings

Comments:

2. What contributed most to my student teaching expereince?

3. How could my student teaching experience have been improved?

_____
Student

DUE: The student teacher should return this form the final week of student teaching to the Secretary in the Division of Teacher Education at the Katherine Ryan Center.

IV THE SUPERVISING TEACHER

IV. THE SUPERVISING TEACHER

Supervising teachers play a vital role in the preparation of our student teachers. Your decisions will determine, to a large extent, the quality and quantity of experiences had by the student teachers. Although all student teachers have had theoretical and practical prior experiences which have prepared them to participate with some measure of effectiveness in a classroom, please remember they are not yet fully qualified teachers. The student teaching experience is the crucial, climactic portion of the teacher preparation program and, it is essential that we cooperate in making the experience meaningful and useful

Few persons have greater influence on the developing teacher than does the supervising teacher. Your student teacher can grow in confidence, competence, and professional attitude because of your guidance. The degree of success in the student teaching experience, and in the field as a beginning teacher, relates directly to the manner in which the supervising teacher works with the student teacher. It is a role to be assumed willingly and with responsibility.

Contributing to the development of the student teacher is a uniquely rewarding experience. It is hoped the following suggestions will aid you in guiding the student teacher and in his/her realizing satisfaction from this experience.

LEGAL STATUS OF THE STUDENT TEACHER

The supervising teacher holds a legal status with respect to pupils often referred to as in loco parentis, meaning he/she is responsible for their health, safety, and general well-being. In the pursuit of his/her duties he/she is to act as any normally prudent and farsighted person would, being neither negligent or malicious. The exercise of good judgement at all times is essential.

When the supervising teacher leaves the student teacher in charge of the class, the teacher may still be held responsible for them. However, should harm come to any pupil through malice, negligence, or poor judgement on the part of the student teacher, it might be expected that both the student teacher and the supervising teacher could be held responsible.

Therefore, it seems wise to expect that certain conditions should be weighed before the student teacher is left alone in charge of the class. Among these considerations might be the following:

1) the supervising teacher must know that the student teacher has advanced in his/her assignment to the point of being ready for the responsibility;

2) the student teacher should know the whereabouts of the supervising teacher at all times and should be able to summon him/her immediately if necessary;

3) particular attention should be given to the advisability of leaving the student teacher in charge when the planned class activities will involve any curriculum materials that could be a safety hazard.

Student teachers should not be used as substitutes except for the supervising teacher's attendance at Senate Bill 8 staff development meetings. Even in this case, the supervising teacher should feel convinced that the experience of being alone with the children would be something that the student teacher could handle and that it would be a good learning experience.

Any use of student teachers as substitutes, other than for Senate Bill 8 meetings, must be approved prior to the absence by the building principal when the teacher is to be gone. Principals must contact the District Coordinator of Student Teaching and the college supervisor to secure prior approval.

PREPARING FOR THE STUDENT TEACHER'S ARRIVAL

Preparation made before the student teacher arrives in the classroom will help both the supervising teacher and the student teacher adjust to the new experience.

1. A brief discussion with your students will help them be prepared for the student teacher. Explain some of the ways you will be working together. Help them understand that this person is a teacher from a local college who will be working with the class for a certain period of time and who should be given as much respect as any other teacher in the building. It will be obvious that you are the experienced teacher and the student teacher is the learner, consequently, it should not be necessary to emphasize this fact. A more useful approach might be to emphasize the team teaching aspect of working with a new, maturing professional educator.

2. Collect materials that may help the student teacher. Remember that the student teacher will need to be oriented to facets of school life which have become "second nature" to you -- the school building, the school schedule, school policies, classroom procedure, faculty routine, and others. A map of the building, copies of handbooks, and copies of class bell schedules would be helpful. Having a folder of such items available when the student arrives will demonstrate your interest and make the student feel that his will be a good place to work.

3. Plan a work space for the student teacher. The student teacher will need a place in the classroom for books, supplies, teaching materials, and personal items. If at all possible provide a table. If you have an office, share this with the student and make available audio-visual equipment, school supplies, and duplicating materials and equipment. If there are cautions or restrictions, help the student understand these but be sure the student has access to the tools, materials, and space which aid you in making your teaching exciting and which can make student teaching a rewarding and fascinating experience for the student. This will be a great morale booster.

EXPECTATIONS

During the student teaching experience you may expect the student teacher to:

Plan interesting, informative lessons for the classes.

Use good judgement when handling discipline problems.

Deal with students on an individual basis.

Follow school policies.

Attend all professionally related meetings and various extra-curricular activities.

Use a variety of teaching techniques.

Learn about general rules and regulations of the school system.

Demonstrate enthusiasm during teaching.

Become familiar with department management.

Attend faculty meetings.

ACTIVITIES TO HELP THE STUDENT TEACHER BEGIN TEACHING

Student teaching is an intensively personal, emotional experience, and students have the widest variations in their readiness to meet the demands made of them. Each student should be directed through a planned sequence of increasingly responsible activities, constantly adapted to his/her needs and demonstrated competence. It is important that the balance between the type and duration of the activities be achieved, and it is necessary for the supervising teacher to assess the complexity of the possible activities and schedule them according to the student teacher's readiness to participate in them.

Student teachers will, obviously, enter the program at various levels of experience and competence, and the rate at which they will assume new responsibilities will vary. Your judgement is crucial and a major determining factor.

PLANNING FOR TEACHING EXPERIENCES

Student teachers are often apprehensive about their abilities to handle subject matter, to interest students and to establish good rapport with them. The security of carefully developed lesson plans will do much to allay these apprehensions. It should be emphasized to the student teacher that good planning is perhaps the most important ingredient in successful teaching. The knowledge of precisely what is to be done makes the student teacher more secure; this security, in turn, is transmitted to the students, and the basis for an effective teaching-learning situation is established. Several factors may be considered as prerequisites to good planning.

1. Developing a general knowledge of students -- sharing your insight on the students' abilities, needs, interest, and backgrounds, and reviewing records in keeping with district policy, will do much to help the student teacher know the students and facilitate planning for instruction.

2. Building a background of content knowledge -- the student teacher should have sufficient time to read texts, review tests and other materials that will be available for the lessons to be taught.

3. Thinking through the plan -- as the student teacher considers both the students and the possible content, a plan begins to develop for choosing appropriate content and activities that will be most effective with particular students. At this point, the student is ready for instruction.

All plans -- unit plans or daily lesson plans -- should be completed several days before they are to be taught so that you and the college supervisor, if requested, can review them and suggest any changes that need to be made. It is recommended that the supervising teacher review and approve all teaching plans.

Although there is no single format for lesson plans that must be followed, an accepted plan will include objectives, content, activities, materials, and evaluation procedure. A suggested lesson plan format is included in Appendix A.

The importance of planning cannot be overemphasized. The initial planning by the student teacher should result from the sharing of ideas by the student teacher and the supervising teacher, and the plans examined with particular care by the supervising teacher. This pattern can be altered as the student teacher shows greater independence in planning.

DO'S AND DON'TS FOR SUPERVISING TEACHERS

DO introduce your student teacher to your class as a cooperating teacher, a teaching partner, or a helping teacher.

DO let your student teacher be creative and innovative and try a few of his/her ideas. Then together analyze and evaluate.

DO set an example of professionalism in teaching. Show that you enjoy teaching and working with student teachers.

DO introduce your student teacher to the rest of the faculty and "show him/her the ropes" of school policy, board policy, helpful hints, etc.

DO give him/her some responsibility right from the first (working with individuals or small groups, team planning with you, preparing materials, etc.). The student teacher should gradually assume more and more responsibility.

DO work as a team in planning and teaching. We can all learn from each other.

DO be specific in conferences, pointing out strengths and weaknesses of your student teacher and together plan strategies to improve teaching skills.

DO devise a system for observation so your conferences and suggestions could be more specific and more objective.

DO allow your student teacher to observe and get to know other teachers, the counselor, the secretary and other school personnel.

DO insist your student teacher be a part of the parent-teacher conference day, the PTA meetings and school activities, etc., as well as any other inservice meetings you may be attending.

DON'T criticize your student teacher in front of the class. Wait for a private conference.

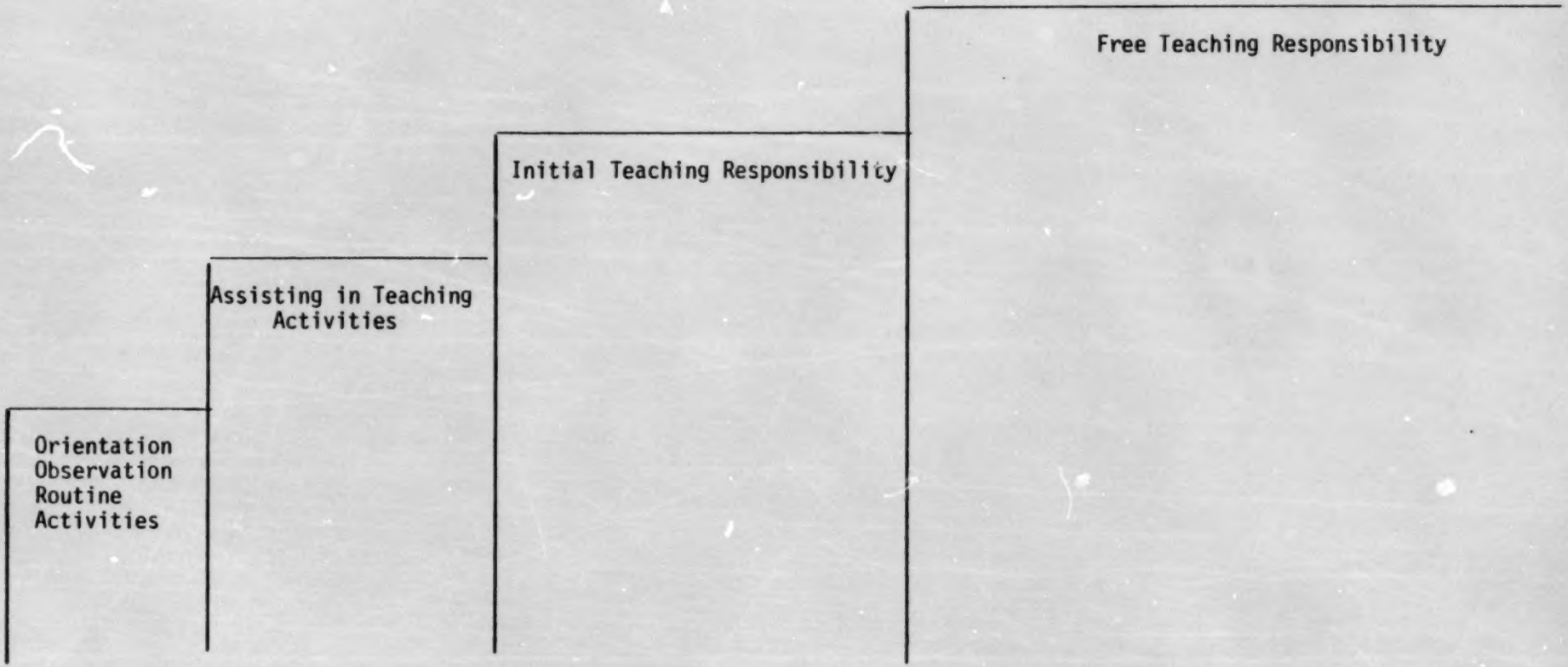
DON'T excuse your student teacher for personal appointments. He/she must have permission from the college supervisor. All absences or tardy arrivals are to be reported to the college supervisor and must be made up by the student teacher.

DON'T discuss your student teacher's faults or problems in the faculty lounge. Speak frankly to him/her in private conferences and try to cooperatively work out differences. Don't hesitate to call the college supervisor for a three-way conference.

DEVELOPMENT OF STUDENT TEACHERS' RESPONSIBILITIES

Eight Weeks

Student teachers are encouraged to assume full teaching responsibility as soon as the supervising teachers determine readiness. A gradual expansion of responsibility is advisable for most students.



*Refer to page for specific responsibilities

EVALUATION

The supervising teacher is requested to complete a formal observation four times during the student teaching experience. It is suggested that the observation be used as an instrument to facilitate in-depth conferences with the student. The student teacher, supervising teacher, and college supervisor should sign the form after each of the formal observations is made. At the conclusion of the student teaching experience, the final recommendation of the supervising teacher is to be made on the final evaluation sheet and all forms submitted to the college supervisor for inclusion in the student's file.

The rating scale or key for coding on the observation form (master teacher, 4 good experienced teacher, 3 beginning teacher, 2 student teacher, and 1 below student teaching standards) is designed to show a student teacher how much he/she has progressed toward becoming a master teacher. While few, if any, of the student teachers will be at the master teacher level, many will probably be equivalent to a beginning teacher. Through this evaluation it is hoped that student teachers will understand the need for continued growth through reflective experiences and additional training.

If a student teacher is NOT going to receive an A or a B for his/her student teaching assignment it is important that the following procedures have occurred:

1. Observation comments on forms indicate weak areas,
2. Written documentation is made of conferences detailing weak areas and the suggestions made for improvement and
3. Evidence that three-way (student teacher, supervising teacher, and college supervisor) conference(s) has occurred.

The purpose of this procedure is to insure that the student is aware of his/her situation.

Criteria for Evaluating Student Teacher Competencies

PERSONAL

1. Arrives on time, is reliable in meeting classes and keeping appointments, and is where he/she is expected to be.
2. Maintains an acceptable appearance, including appropriate grooming and dress.
3. Uses a clear, pleasing, well modulated voice in teaching.
4. Demonstrates ability to work cooperatively with teachers.
5. Has developed professionally through self-evaluation and acceptance of constructive criticism.
6. Demonstrates initiative, resourcefulness, and creativity in planning and teaching.
7. Demonstrates acceptable skills and habits in oral and written expression.
8. Demonstrates knowledge of content areas and shows ability to apply principles of content.

SENSITIVITY TO STUDENTS

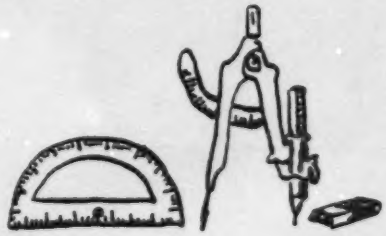
1. Communicates to students feelings of empathy, respect, and a positive regard for them.
2. Demonstrates concern for individual students and ability to diagnose individual problems.
3. Assists students in developing positive self-concepts.
4. Assists students in developing social interaction skills.
5. Assists students in developing skills needed for learning.
6. Assists students in developing positive attitudes about accepting responsibility.
7. Demonstrates ability to establish and maintain rapport with students.

PLANNING INSTRUCTION

1. Specifies or selects appropriate goals and more specific objectives that will contribute to growth and development of pupils.
2. Selects or develops appropriate instructional materials and activities.
3. Develops classroom routines and organizes students for effective learning.
4. Plans individual objectives and activities based on diagnosis of individual student difficulties and abilities, where applicable.

TEACHING SKILLS

1. Provides effective motivation for learning and reinforces students' productive learning behavior.
2. Asks questions effectively utilizing a variety of types and levels.
3. Clarifies, develops, and extends pupil contributions to discussion.
4. Presents information clearly, utilizing auditory, visual, and manipulative channels of learning.
5. Uses a variety of teaching strategies in guiding individual, small group, and large group learning activities.
6. Maintains order and discipline through effective teaching and classroom management techniques.
7. Demonstrates in teaching a thorough grasp of facts, concepts and ideas in the chosen field.
8. Develops content topics logically.
9. Utilizes campus, district, and community resources that will enhance learning.
10. Uses appropriate testing procedures to evaluate the academic achievement of learning.



STUDENT TEACHER STATUS REPORT # 1

This report should be completed four times at equally spaced intervals during the student teaching. The supervising teacher should discuss each evaluation with the student teacher and college supervisor. At the completion of student teaching, the supervising teacher should fill out the final evaluation form and submit it along with this report to the college supervisor. Space has been provided for your written comments following each report. (See previous pages for explanation of criteria.)

KEY: 5 Equivalent to as master teacher, 4 Equivalent to a good experienced teacher, 3 Equivalent to a beginning teacher, 2 Equivalent to other student teachers, 1 below student teaching standards.

OBSERVATION #	KEY	COMMENTS
PERSONAL		
1. Dependability, On Time	_____	
2. Appropriate Attire	_____	
3. Well Modulated Voice	_____	
4. Cooperation	_____	
5. Profits from Feedback	_____	
6. Initiative	_____	
7. Oral, Written Expression	_____	
SENSITIVITY TO STUDENTS		
1. Empathy, Respect	_____	
2. Concern for Individuals	_____	
3. Aids Positive Self-Concept	_____	
4. Aids Social Interaction	_____	
5. Aids Learning Skills	_____	
6. Encourages Responsibility	_____	
7. Rapport with Students	_____	
PLANNING INSTRUCTION		
1. Goal Selection	_____	
2. Use of Materials	_____	
3. Classroom Routine	_____	
4. Individual Plans	_____	
TEACHING SKILLS		
1. Motivation of Students	_____	
2. Questioning Techniques	_____	
3. Clarifies Pupil Contributions	_____	
4. Presentation of Information	_____	
5. Variety in Teaching Methods	_____	
6. Classroom Management	_____	
7. Understanding of Content	_____	
8. Logical Development of Content	_____	
9. Use of Resources	_____	
10. Evaluation Procedures	_____	
*Is a 3-way conference needed?	Yes No	

Signatures:

College Supervisor Student Teacher Supervising Teacher

STUDENT TEACHER STATUS REPORT #2

This report should be completed four times at equally spaced intervals during the student teaching. The supervising teacher should discuss each evaluation with the student teacher and college supervisor. At the completion of student teaching, the supervising teacher should fill out the final evaluation form and submit it along with this report to the college supervisor. Space has been provided for your written comments following each report. (See previous pages for explanation of criteria.)

KEY: 5 Equivalent to as master teacher, 4 Equivalent to a good experienced teacher, 3 Equivalent to a beginning teacher, 2 Equivalent to other student teachers, 1 below student teaching standards.

OBSERVATION #	KEY	COMMENTS
PERSONAL		
1. Dependability, On Time	_____	
2. Appropriate Attire	_____	
3. Well Modulated Voice	_____	
4. Cooperation	_____	
5. Profits from Feedback	_____	
6. Initiative	_____	
7. Oral, Written Expression	_____	
SENSITIVITY TO STUDENTS		
1. Empathy, Respect	_____	
2. Concern for Individuals	_____	
3. Aids Positive Self-Concept	_____	
4. Aids Social Interaction	_____	
5. Aids Learning Skills	_____	
6. Encourages Responsibility	_____	
7. Rapport with Students	_____	
PLANNING INSTRUCTION		
1. Goal Selection	_____	
2. Use of Materials	_____	
3. Classroom Routine	_____	
4. Individual Plans	_____	
TEACHING SKILLS		
1. Motivation of Students	_____	
2. Questioning Techniques	_____	
3. Clarifies Pupil Contributions	_____	
4. Presentation of Information	_____	
5. Variety in Teaching Methods	_____	
6. Classroom Management	_____	
7. Understanding of Content	_____	
8. Logical Development of Content	_____	
9. Use of Resources	_____	
10. Evaluation Procedures	_____	
*Is a 3-way conference needed?	Yes No	

Signatures:

College Supervisor Student Teacher Supervising Teacher

STUDENT TEACHER STATUS REPORT #3

This report should be completed four times at equally spaced intervals during the student teaching. The supervising teacher should discuss each evaluation with the student teacher and college supervisor. At the completion of student teaching, the supervising teacher should fill out the final evaluation form and submit it along with this report to the college supervisor. Space has been provided for your written comments following each report. (See previous pages for explanation of criteria.)

KEY: 5 Equivalent to as master teacher, 4 Equivalent to a good experienced teacher, 3 Equivalent to a beginning teacher, 2 Equivalent to other student teachers, 1 below student teaching standards.

OBSERVATION #	KEY	COMMENTS
PERSONAL		
1. Dependability, On Time	_____	
2. Appropriate Attire	_____	
3. Well Modulated Voice	_____	
4. Cooperation	_____	
5. Profits from Feedback	_____	
6. Initiative	_____	
7. Oral, Written Expression	_____	
SENSITIVITY TO STUDENTS		
1. Empathy, Respect	_____	
2. Concern for Individuals	_____	
3. Aids Positive Self-Concept	_____	
4. Aids Social Interaction	_____	
5. Aids Learning Skills	_____	
6. Encourages Responsibility	_____	
7. Rapport with Students	_____	
PLANNING INSTRUCTION		
1. Goal Selection	_____	
2. Use of Materials	_____	
3. Classroom Routine	_____	
4. Individual Plans	_____	
TEACHING SKILLS		
1. Motivation of Students	_____	
2. Questioning Techniques	_____	
3. Clarifies Pupil Contributions	_____	
4. Presentation of Information	_____	
5. Variety in Teaching Methods	_____	
6. Classroom Management	_____	
7. Understanding of Content	_____	
8. Logical Development of Content	_____	
9. Use of Resources	_____	
10. Evaluation Procedures	_____	
*Is a 3-way conference needed?	Yes No	

Signatures:

College Supervisor Student Teacher Supervising Teacher

STUDENT TEACHER STATUS REPORT #4

This report should be completed four times at equally spaced intervals during the student teaching. The supervising teacher should discuss each evaluation with the student teacher and college supervisor. At the completion of student teaching, the supervising teacher should fill out the final evaluation form and submit it along with this report to the college supervisor. Space has been provided for your written comments following each report. (See previous pages for explanation of criteria.)

KEY: 5 Equivalent to as master teacher, 4 Equivalent to a good experienced teacher, 3 Equivalent to a beginning teacher, 2 Equivalent to other student teachers, 1 below student teaching standards.

OBSERVATION #	KEY	COMMENTS
PERSONAL		
1. Dependability, On Time	_____	
2. Appropriate Attire	_____	
3. Well Modulated Voice	_____	
4. Cooperation	_____	
5. Profits from Feedback	_____	
6. Initiative	_____	
7. Oral, Written Expression	_____	
SENSITIVITY TO STUDENTS		
1. Empathy, Respect	_____	
2. Concern for Individuals	_____	
3. Aids Positive Self-Concept	_____	
4. Aids Social Interaction	_____	
5. Aids Learning Skills	_____	
6. Encourages Responsibility	_____	
7. Rapport with Students	_____	
PLANNING INSTRUCTION		
1. Goal Selection	_____	
2. Use of Materials	_____	
3. Classroom Routine	_____	
4. Individual Plans	_____	
TEACHING SKILLS		
1. Motivation of Students	_____	
2. Questioning Techniques	_____	
3. Clarifies Pupil Contributions	_____	
4. Presentation of Information	_____	
5. Variety in Teaching Methods	_____	
6. Classroom Management	_____	
7. Understanding of Content	_____	
8. Logical Development of Content	_____	
9. Use of Resources	_____	
10. Evaluation Procedures	_____	
*Is a 3-way conference needed?	Yes No	

Signatures:

College Supervisor Student Teacher Supervising Teacher

FINAL EVALUATION BY SUPERVISING TEACHER
(Please use black ink)

The supervising teacher should complete this form at the end of the student teaching experience and mail with status report forms to the college supervisor at Incarnate Word College, 4301 Broadway, San Antonio, TX 78209.

STUDENT TEACHER _____ FALL/SPRING SEMESTER OF 19____

DISTRICT AND SCHOOL _____ GRADE AND/OR SUBJECT _____

PLEASE INDICATE IN THE APPROPRIATE COLUMN YOUR RATING OF THE STUDENT TEACHER ON THE QUALITIES LISTED BELOW. PLEASE KEEP IN MIND THAT THIS EVALUATION WILL REFLECT YOUR ASSESSMENT OF THE STUDENT FOR BEING A SUCCESSFUL BEGINNING CLASSROOM TEACHER.

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
Dependability					
Poise and Emotional Control					
Personal Appearance (proper attire)					
Command and Use of English Language					
Knowledge of Subject Matter					
Classroom Management					
Organization					
Presentation of Lesson					
Skill In Working with Pupils					
Providing for Individual Differences					
Effectiveness of Teaching					
Cooperation with Other Teachers					

COMMENTS:

Overall Grade (A, B, C, D) _____

_____ Date of Evaluation

_____ Signature of Supervising Teacher

Supervising Teacher Questionnaire

Please complete and return with your evaluation forms. This information is requested so that we will know you better and cam make more informed decisions in the placement of our students.

NAME: DATE:
SCHOOL: TELEPHONE:
ADDRESS:

1. Content areas presently teaching:

2. Grade levels presently teaching:

3. Number of years teaching at this school:_____
   Total number of years you've been teaching: _____
4. Educational Degrees:
   Degree: Major: Date Received:

5. Areas presently certified to teach in:

6. Total number of student teachers you have had in the last 5 years:_____
   Total number of student teachers from Incarnate Word College in the last 5 years: _____

7. What is your general reaction to the student teachers you've had?

8. Have you had any concerns or problems regarding your student teachers or your association with Incarnate Word College?

V. THE COLLEGE SUPERVISOR

V. THE COLLEGE SUPERVISOR

The college supervisor is the coordinator of the student teaching experience. Serving as the professional link between the college and the schools of assignment, the college supervisor has the responsibility of assuring that all aspects of the student teaching experience work well together. The diversified experiences of the college supervisor brings a broad perspective to the abilities and needs of student teachers and supervising teachers.

It is important that the college supervisor is well acquainted with the requirements of the college and the school district, and is able to interpret the requirements of one institution to the other as necessary. Attending the district orientation and inservice meetings will aid the college supervisor in becoming aware of district requirements.

The college supervisor has specific responsibility to each student teacher assigned to his/her supervision. The college supervisor becomes the student's guide, advisor, and friend. Together with the supervising teacher, the college supervisor assumes the major responsibility of assuring that each student has a positive, product student teaching experience. The following procedures are outlined to aid you in your role as college supervisor.

ORIENTATION

During the first week of the semester, each college supervisor should meet with the principals and supervising teachers with whom you will be working. It is important to establish procedures for your vists to their campuses, to check on the proper placement of each student teacher, and to lay groundwork for a pleasant professional relationship, between yourself, as representative of the college and the cooperating school personnel.

VISITATIONS

The college supervisor is expected to make four observations of each student teacher. If the student teacher is working with two levels, then more observations are necessary. Obviously, some students will require more observations than others. Early visits should be used to be sure students' placements are correct, that expectations are clear, and that open communications are established with the supervising teacher. The next visit(s) should be used to assess the needs of the student teachers, provide constructive feedback, and resolve any problems that may be emerging. A final observation should establish the student's proficiency as a beginning teacher for determining grade. Feedback from these observations should be given to the student immediately following the observation, if possible, or at a conference. A form for evaluating lesson presentations which may be used during observation is included on page .

CONFERENCES

The college supervisor is expected to have a conference with each student under his/her supervision after each visitation. When this is not possible other conference arrangements should be made. These conferences may take place at the college or on the school campuses as you wish. Conferences may be used to discuss observations, make suggestions concerning technique or management, and to help the student resolve any difficulties he/she may be encountering. It is important that good communications be developed and maintained, but clear, honest feedback is essential. Any person involved in the student teaching experience may call a conference when deemed necessary.

The college supervisor should maintain communication with the supervising teacher. You should share observations concerning the student and cooperate on procedures developed for improvement of student teacher performance.

EVALUATION

The college supervisor is responsible for making a record of all visits, observations and conferences. This is done on the Visitation Log form on the following page. Additionally, once the college supervisor has received the status report and evaluation forms from the supervising teacher, the Final Evaluation form should be completed hoting the student's final grade for the total experience. All forms should then be given to the director of student teaching to be included in the student's file.

STUDENT TEACHER VISITATION LOG
BY COLLEGE SUPERVISOR

(Please use black ink)

STUDENT TEACHER_____ SUPERVISING TEACHER_____

DISTRICT & SCHOOL_____

FALL/SPRING OF 19____ DATES OF STUDENT TEACHING_____

GRADE_____ and/or SUBJECT_____

DATE and TIME	COMMENTS (Strengths and Suggestions for Improvement)

FINAL EVALUATION BY COLLEGE SUPERVISOR
(Please use black ink)

The college supervisor should complete this form at the end of the student teaching experience after receiving the observation and evaluation forms from the supervising teacher. Then give all forms to the director of student teaching for filing with the placement office.

STUDENT TEACHER_____FALL/SPRING OF 19____

PLEASE INDICATE IN THE APPROPRIATE COLUMN YOUR RATING OF THE STUDENT TEACHER ON THE QUALITIES LISTED BELOW:

	A EXCELLENT	B ABOVE AVERAGE	C AVERAGE	D BELOW AVERAGE	F POOR
Dependability					
Poise and Emotional Control					
Personal Appearance (proper attire)					
Command and Use of English Language					
Knowledge of Subject Matter					
Classroom Management					
Organization					
Presentation of Lesson					
Skill in Working with Pupils					
Providing for Individual Differences					
Effectiveness of Teaching					
Cooperation with other Teachers					

COMMENTS:

Overall Grade (A, B, C, D)_____

Date of Evaluation

Signature of College Supervisor

OPTIONAL FORM FOR EVALUATING LESSON PRESENTATION

(This may be used by the college supervisor and/or supervising teachers and given to the student teacher.)

Name_____ Date_____

Lesson taught_____

Length of time observed_____

Nature of activity observed_____

_____

Discussion_____

_____

Lecture_____

_____

Individual activities_____

_____

Group projects_____

_____

Other_____

_____

Classroom observation:

Classroom management_____

_____

Organization_____

Instructional materials used_____

_____

General Evaluation: 5 4 3 2 1

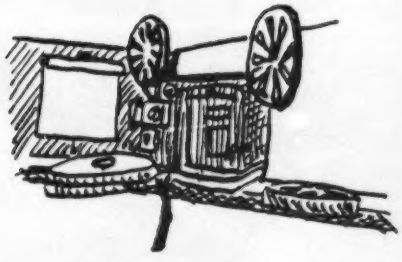
Comments:_____

_____

_____

_____

VI APPENDIX



APPENDIX A

LESSON PLANS BY STUDENT TEACHERS

Planning is an important aspect of any teaching situation as it provides the structure necessary for good classroom management. It is also a means for documenting classroom activity for teacher accountability purposes.

Following are two suggestions for lesson planning. The first is very detailed and may be useful for student teachers. The second form which is based on the Cartwright Model takes less time to prepare. The alternative responses are listed and can be marked or circled by the student as she/he prepares the lesson. Even if the longer form is used for planning, it is also a good idea to utilize the shorter form, as it provides alternatives for materials, learning modes, structure, techniques and approach. It can also be used very quickly to document the occurrences that were unplanned, or which deviated from the original planned lesson.

A student may wish to remove the short form from this handbook and make a master duplicate as wanted.

A SAMPLE LESSON PLAN

Subject: Science
Topic: Rotation of the earth
Specific Objective(s):

In specific terms tell what the pupils will learn by the end of the lesson.

1) The pupils will be able to define the terms rotation and axis.
2) The pupils will be able to explain that the earth rotates on its axis once every 24 hours (one day).
3) The pupils will be able to demonstrate that the earth rotates from west to east.

List teaching aids and resource books

Resources: Globe or ball which has as axis.
Science book: Life and Living 4, pages 18-19.

Describe the kind of teaching/learning activities.

Teaching/Learning Activities: Demonstration and Discussion.

Introduction:

Tell how you will start the lesson.

1) Hold the globe in front of the class and ask the pupils to describe what it is.
2) Ask the pupils whether they think that the earth moves or not. Discuss the pupils' ideas.
3) Explain that the lesson will be about the earth's movement called rotation.

Development:

Be brief but specific in telling What and How you are going to teach.

1) Use the globe to demonstrate how the earth rotates around an imaginary axis through its North and South Poles.
2) Define axis - A straight line about which an object turns.
3) Define rotation - A spinning or a turning motion on an axis.
4) Explain and demonstrate that the earth turns from west to east.
5) Ask the pupils to guess how many times the earth rotates in one day. Discuss pupils' ideas. Explain that rotation occurs once every 24 hours.

Evaluation of Student Learning:

Tell how you will review and bring the lesson to an end.

1) Ask students to define the terms ratation and axis.
2) Have some student demonstrate the direction of the earth's movement.
3) Ask a student to explain how long the earth takes to make one rotation.

Evaluation of Lesson Presentation:

Your evaluation of how the lesson went.

1) What were the strengths and weaknesses of your lesson?
2) How well did the student enjoy the lesson?
3) What are your recommendations for further discussion or follow-up?

* Adapted from Gary Soroka, Carl Hoagland, and Agnes Mohale, Microteaching in Africa, (Lesotho: National Teaching Training College, 1979), pg. 16.

A SAMPLE LESSON PLAN

GROUP OR SECTION: _____ DATE: _____

NAME: _____ TIME: _____

(Assess skill and information level prior to selecting objective)

BEHAVIORAL OBJECTIVE: _____

_____

_____

REFERENCE: _____

MATERIALS: Circle appropriate material.

VISUAL:	AUDITORY:	HAPTIC:	MULTISENSORY:
Books	Tapes	Blocks	Programs
Pictures	Records	Rods	Kits
Transparencies	Cassettes	Puzzles	Games
Cards	Auditory Units	Objects	Films
Charts		Models	Filmstrips
		Puppets	

Other _____

STRUCTURE: Individual Small Group Large Group

TECHNIQUE: Circle appropriate technique;

Direct Experience	Unit	Games
Dramatization	Discussion	Demonstration
Field Trip	Questioning	Lecture
Inquiry	Programmed	Drill

APPROACH: Circle appropriate choice:

Observation Teacher-made test

Other _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

SELF EVALUATION ON LESSON PRESENTATION

(TO STUDENT TEACHER: The following questions may be useful in reflecting on how well you make le. on presentations.)

1. Did I have a specific purpose in the lesson?
2. Was I able to present this purpose clearly to the students?
3. Was the beginning of the lesson effective in establishing the purpose?
4. Was I able to vary activities without losing this aim?
5. Was I able to relate this subject matter to other disciplines?
6. Did I teach the whole group or a single student?
7. Were the students actively involved in the lesson?
8. Did I spend the whole time "Telling" or were the students guided to do their own hinking?
9. Were the questions asked simply for a recall of facts or did they demand a higher leval of learning?
10. Do you think the students left the class with one or more clear concepts?
11. What pleased you most about the lesson? Why?
12. What pleased you least about the lesson? Why?
13. Do you feel that the lesson was a success? Why?
14. What worked well?
15. Wha* worked poorly?
16. If you had the lesson to do over again, what changes would you make?